

Clatford Church of England Primary School

Inspection report

Unique Reference Number	116373
Local Authority	Hampshire
Inspection number	326374
Inspection dates	31 March –1 April 2009
Reporting inspector	Paula Protherough

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	201
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Emma Lock
Headteacher	Miss Angela Rice
Date of previous school inspection	17 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Village Street Goodworth Clatford Andover SP11 7RE
Telephone number	01264 352091

Age group	4–11
Inspection dates	31 March –1 April 2009
Inspection number	326374

Fax number

01264 729085

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a popular, smaller-than-average, primary school with a Reception class. Although many pupils come from two local villages, over half are from further away, with a large group from the neighbouring town. The proportion of pupils with statements of special education needs and the proportion with learning difficulties and/or disabilities are both similar to the national average. The needs of these pupils include visual impairment and autism. Very few pupils are from other ethnic groups or speak English as an additional language. A small number are eligible for free school meals.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This lively school offers a good quality of education and prepares pupils very well for the next stage of their education. As one parent accurately commented, 'Clatford is a school where all pupils feel happy, safe and have the opportunity to learn in a good environment.' The headteacher and her deputy form a highly effective team with an accurate view of the school's performance, and a clear vision for future improvement to raise pupils' achievements. Since the last inspection, they have successfully introduced initiatives that have improved teaching and learning, and raised standards and achievement. The rigorous monitoring and evaluation of all aspects of provision ensures that the school is well placed to continue its improving journey. 'It has a fizz about it,' one governor said.

Children's attainment on entry to Reception is generally in line with age-related expectations. Pupils of all backgrounds and abilities make good progress and achieve well as they move through the school. At the ages of seven and eleven in national tests, pupils have been reaching levels which have exceeded the national average for many years in reading, writing, mathematics and science. The school has now developed a thorough assessment and tracking system from the Reception class onwards, so that senior leaders and class teachers can monitor the individual progress of all the pupils as they move through the school. As a result, the needs of each pupil are quickly identified. Targets are shared with pupils, and individual talents are nurtured in order that pupils flourish and grow in confidence and self-esteem regardless of ability or background.

The curriculum is enhanced by productive links with the church, local schools and the wider community. The school visits are a source of inspiration for art and writing, and there are many sporting activities for pupils of all ages. Pupils take great pleasure in dressing up as Greeks, or celebrating Easter in the church, or playing rugby with a local team. However, opportunities for pupils to use their skills and talents to support creative work between subjects - for instance, developing high-quality project work such as books and films - are not firmly embedded.

Good relationships are a feature of the school, and pupils and adults treat each other with great respect and good humour. Pupils say that they enjoy their work, and this is evident from their concentration and enthusiastic participation in lessons. The school's care of pupils and the academic guidance that they receive are outstanding. The school has a clear behaviour policy that is consistently applied; consequently, pupils' behaviour is excellent, both in lessons and around the school. Playtimes are joyful and active, with the Huff n Puff equipment, games and large chess set providing plenty for pupils to do and to keep them healthy. They work hard, although occasionally their presentation could be better. Pupils have a keen sense of their place in the school and local communities, but their understanding of the wider world is less well developed. Parents appreciate the good communication between school and home, and are overwhelmingly supportive.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Early Years Foundation Stage is a Reception class that is well managed by the Key Stage 1 leader. She provides a continuous drive for improvement with a well-qualified and effective team. Together, they provide an imaginatively taught curriculum that enables children to have fun while they learn. The stimulating, well-planned and supportive learning environment includes

a small but well-used outdoor classroom. The great attention to safety and welfare means that children flourish because they feel secure and well looked after.

Good teaching ensures that the needs of all children are met. When children enter the class, they have skills and knowledge similar to those of other four-year-olds except in linking sounds and letters, and in calculation, which are less well developed. This year, language and communication, and physical and social development, are strong. During their Reception Year the children make rapid progress, so that they have a good start in the development of early reading, writing and mathematical skills. The focused teaching of sounds and letters is particularly effective in accelerating children's progress, so that they soon catch up. By the end of Reception, most children are working securely within the expected learning goals in all areas of learning, and have a good level of overall achievement. They love talking about their work, and described their visit to a local arboretum with great enthusiasm as they drew pictures and wrote about it.

Teachers know the children well and monitor their progress thoroughly with perceptive observations and tracking systems. The commitment and care shown by the staff, and the early links established with parents, help children to feel secure. Parents appreciate the positive, close relationship with the Reception adults, and the good partnership that is developed to maximise the potential of all children. As a result, the children get off to a good start and quickly become happy and confident learners.

What the school should do to improve further

- Increase opportunities for pupils to develop a greater understanding of the cultural diversity of British society and the world beyond.
- Extend opportunities for pupils to use their skills and talents to support creative work, combining different subjects within the curriculum

Achievement and standards

Grade: 2

Reception class pupils are well prepared for Year 1, with a good development of early literacy and mathematical skills and a very positive attitude to learning. The good teaching in Years 1 and 2 builds on the strengths, and supports the gaps in development in areas such as calculation. A well-taught curriculum ensures that by the age of seven pupils have for many years been reaching standards in national tests in reading, writing and mathematics which are above the national average. Their progress throughout the Reception class and Key Stage 1 is good.

These standards are maintained throughout Key Stage 2 and pupils continue to make good progress, so that by the time they leave, standards in English, mathematics and science are well above the national average. The inspectors' analysis of the school's tracking information and work show good progress in all classes. The school's focus on writing and target setting has supported the raised achievement in all areas in recent years.

Pupils' achievements in other curriculum areas, such as information and communication technology (ICT) and music, are also good.

Personal development and well-being

Grade: 2

Pupils respond well to the strong Christian values that the school promote. They are very happy at school, and this is reflected in their good attendance and achievement, and their excellent attitudes to work. Behaviour is outstanding in classes and around the school, where pupils work and play cooperatively and harmoniously. Pupils take great care of each other and clearly understand the need to keep each other safe. Older pupils are good role models for younger pupils and support playtimes, for example by providing a 'buddy' system to help sort out any playground difficulties. There are many examples, including an enthusiastic school council, where pupils show that, given the opportunity, they can use their initiative and take responsibility.

Pupils adopt healthy lifestyles and demonstrate an excellent understanding of the importance of a healthy diet and taking regular exercise. The school has achieved Enhanced Healthy School Status and the Activemark, which has promoted this effectively. Pupils' spiritual and moral development is good, their social and cultural development satisfactory. This is because there are insufficient opportunities for pupils to learn about other communities and to develop an appreciation of the lives of people from different cultural backgrounds.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school, good teaching is meeting the needs of pupils of all abilities and there are many examples of exciting activities in lessons which motivate and engage pupils. During practical problem solving in Year 6, pupils calculated how much food a hamster would need for a week, and Year 4 used web-based spreadsheets to calculate and plan how much food to order for a party. The consistent use of personal and class targets, rigorous marking, and explanations to the pupils about what they will be learning in each lesson, have had a beneficial impact on pupils' achievement because they know how to improve their work. The development of 'learning friends' helps pupils to build an understanding of how they learn best.

The positive relationships between adults and pupils raise confidence and self-esteem. In many lessons, the way that teachers ask challenging questions, and allow time for pupils to think and explain their responses, deepens learning and understanding. There is good support for pupils with special educational needs and learning difficulties. This is because teachers are swift to identify additional needs, and teaching assistants are effectively trained and deployed to support these pupils either in groups or individually.

Curriculum and other activities

Grade: 2

The curriculum has been revised to incorporate the new frameworks and strategies for literacy and mathematics. The school has made explicit links between these and other subjects, and this has successfully raised standards in writing. The use of ICT, such as interactive whiteboards, is consistent in all classes; adults and pupils use ICT effectively, and pupils' confidence and skill levels are high. The use of specialist teachers in music and sport raises standards in these areas, and pupils speak enthusiastically about their clubs and sporting successes. They take great pleasure in practical music sessions and their singing is lively and tuneful. The school provides

many opportunities for enrichment, such as the village river project and residential and day trips to interesting places, such as the Southampton City Art Gallery. However, opportunities for pupils to apply their well-developed skills and knowledge to produce imaginative cross-curricular studies are not yet a consistent feature across the school.

Care, guidance and support

Grade: 1

This is a respectful, supportive community, where pupils feel safe and well cared for. As one pupil said, 'Everyone is kind and caring here.' There is great attention to procedures to keep pupils safe, such as the care for pupils who travel from home to school on buses. Arrangements for safeguarding are robust, and risk assessment thorough. The promotion of pupils' well being and academic progress is outstanding; teachers' marking provides excellent guidance, which supports good progress throughout the school. Pupils at risk of underachievement, or with specific learning difficulties or disabilities, are quickly identified and supported by well-trained teaching assistants who are deployed specifically to meet their needs. Effective plans are in place to meet the needs of vulnerable pupils, and the school works very well with outside agencies to ensure that pupils' personal and learning needs are met.

Leadership and management

Grade: 2

The school has moved forward strongly under the determined and clear leadership of the headteacher. She has successfully created an enthusiastic and committed staff team that shares a common sense of purpose. The securely focused priorities have been directed at raising achievement, through the development of a consistent approach to teaching and learning, and a robust monitoring programme. The success of these is evident in the sustained high standards and improved progress of all pupils, and the good teaching seen from Reception through to Year 6. There are examples of good leadership at all levels in the school, from age phase leaders to subject coordinators, such as those for literacy, ICT and assessment. All have had a substantial impact on pupils' achievement. Staff show pride in their contribution to school improvement. The effective use of the school budget is evidenced by the improved learning environment, which includes a new library and stage area, and well-planned play areas. Governors provide good support and challenge for the school, as well as a wide range of expertise which helps them fulfil their roles.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

23 April 2009

Dear Pupils

Inspection of Clatford Church of England Primary School, Andover, SP11 7RE

We enjoyed visiting your school recently - thank you very much for your very friendly welcome and your help with the inspection. It was good to see you working so hard in lessons. Your work is good, and you make good progress because your teachers expect a lot from you and plan exciting lessons and activities. They are also very good at telling you how well you are doing, and it was very interesting to see how many of you know how to improve your work and what your targets are. Your behaviour is excellent, your attendance is good, and you take part in many clubs with great enthusiasm. You also show kindness and care to each other and to other people in the world with your charity work. You have an active school council which represents your views, and the adults in school listen to it. The staff take excellent care of you, and you tell us that you feel safe and have people who listen to you.

You are right to be pleased with your school, because it is good. The people who lead your school know what to do to make the school better, and they put your needs first. To help them carry on making your school even better we have suggested that they do the following:

- develop your understanding of Britain as a mixed society, and provide you with more opportunities to find out about the lives and beliefs of people from other parts of this country and the world
- help you to make your work even better, by giving you more opportunities to produce creative, high-quality project work such as books and films.

You can help this to happen by giving them some ideas about how to do this; for example, perhaps you could find out about becoming an Eco-School.

Yours faithfully

Paula Protherough

Lead Inspector